

**INTENTION TOWARD ENTREPRENEURSHIP: THE CASE OF
LIBYAN MASTER'S STUDENTS IN UNIVERSITI UTARA
MALAYSIA AND GARYOUNIS UNIVERSITY**

**A thesis submitted to COLLEGE of BUSINESS in partial
fulfillment of the requirement for the degree of
Master of Science Management
UNIVERSITI UTARA MALAYSIA**

By

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ABSTRACT

The main objective of this study is to determine whether there is difference in the intention toward entrepreneurship between Libyan male students studying in University Utara Malaysia (UUM) and Garyounis University (GU). In order to measure that, three dimensions of entrepreneurship which are attitude toward behavior, subjective norms, and perceived behavior control were used.

Data were gathered through questionnaire survey of 120 Libyan male masters student studying under College of Business in UUM (n=28) and GU (n=92). Correlation, independent group t-test, and regression analysis were used to examine the relationship, the differences between the variables and the extent of contribution of the variables to entrepreneurship intention. The result indicated that the level attitude towards behavior, subjective norms, and perceived behavior control and intention toward entrepreneurship for UUM's students is higher than GU's students.

UUM being the university that stress an exposure to entrepreneurship environment (formal and informal education) shows higher intention toward entrepreneurship compared to those in GU who are not exposed to entrepreneurship environment- it was also found that.

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LIST OF ABBREVIATIONS

Abbreviation	Description of Abbreviation
UUM	Universiti Utara Malaysia
GU	Garyounis University
COB	College of Business
MBA	Master of Business Administration.
MSc	Master of Science Management
ITE	Intention toward Entrepreneurship
AB	Attitude toward Behavior
SN	Subjective Norms
PBC	Perceived Behavior Control
GDB	Gross Domestic Product
UN	United Nation
SMEs	Small and Medium Enterprise
EIQ	Entrepreneurship Intention Questionnaire

CHAPTER 1

INTRODUCTION

1.0 Introduction

Entrepreneurship programmes were initiated in the USA in the 1970s (Fiet, 2001), where the number of public and private universities attempt to train and educate people to be more entrepreneurial. The number has since multiplied on both sides of the Atlantic (Fayolle, 2000). One of the first courses in entrepreneurship was offered at the Harvard Business School in 1947 (Brockhaus, 2001).

Early exposure to knowledge and entrepreneurial skills are important considerations in developing successful entrepreneurs. There is a high rate of new ventures being created by MSc and MBA students who attended several entrepreneurship-related courses at a Canadian university (McMullan; Long and Wilson, 1985). Entrepreneurship education programmes in universities are a step forward in inculcating the entrepreneurial spirit and culture among students. In order to develop entrepreneurial learning as an observable construct that subsequently allows appropriate intervention from an education and training perspective, it is necessary to further investigate the activities involved in entrepreneurial learning through a framework which has close connections with entrepreneurial success (Man, 2006). It is important that students of various disciplines have an appreciation of entrepreneurial opportunities and be supported

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